

**Exploring the Dynamics of Factors Influencing the
Career Choice of Entrepreneurship:
A Literature Review**

**Roman Philander Lagaronda¹ Otto Randa Payangan² Fransisca
Iriani Roesmala Dewi³**

^{1,3} Universitas Tarumanagara, Jakarta, Indonesia

² Universitas Hasanuddin, Makassar, Indonesia

ISSN: 1533 - 9211

**CORRESPONDING
AUTHOR:**

Roman Philander Lagaronda
Romanphilander rp@gmail.com

KEYWORDS:

Entrepreneurship,
Entrepreneurial career choice,
career development, Papua,
literature review

Received: 07 September 2024
Accepted: 09 October 2024
Published :28 October 2024

TO CITE THIS ARTICLE:

Lagaronda, R. P.,
Payangan, O. R., &
Dewi, F. I. R. (2024).
Exploring the dynamics
of factors influencing
the career choice of
entrepreneurship: A
literature review.
Seybold Report Journal,
19(10), 72-98. DOI:
[10.5281/zenodo.139974
94](https://doi.org/10.5281/zenodo.13997494)

Abstract

In Papua Province, entrepreneurship faces unique challenges, including limited infrastructure, inadequate entrepreneurship education, and socio-economic barriers that hinder economic growth in the MSME sector. Although Papua has great economic potential, the development of entrepreneurs, both from among indigenous people and migrant communities. This study aims to explore and analyse the factors that influence entrepreneurial career choice through a comprehensive literature review. Entrepreneurial career development is a complex process. The review identifies the various dynamics that influence entrepreneurial career choice, including how social and economic environments play a role in facilitating or hindering the decision to start a business. In addition, the review provides a more in-depth perspective on the role of entrepreneurship education and training in enhancing individuals' intention and readiness to become entrepreneurs. Entrepreneurial career development and decisions are influenced by a range of social, psychological and educational factors. Social support from family, friends and mentors play an important role in encouraging individuals to translate entrepreneurial intentions into action. Psychological factors such as internal locus of control and self-efficacy also strongly influence an individual's ability to recognise opportunities and face business risks. Entrepreneurship education, especially those that provide practical skills, is shown to play a significant role in increasing students' intention to start a business, although some entrepreneurship education programmes may trigger more mature career reflection.

INTRODUCTION

Seeing the development of entrepreneurial careers in the small and medium enterprise (SME) sector operated by different communities in Indonesia (Ma'rifatika Septiana & Kholid, 2022). Therefore, entrepreneurial career choice has become a topic that has increasingly attracted the attention of researchers and practitioners in various fields, especially in the context of economic development and human resource development (Osorio Tinoco et al., 2022).

Entrepreneurship plays an important role in local economic development, especially in developing regions (Yasir et al., 2023). Entrepreneurship is seen as one of the key pillars that contribute to job creation, innovation and improving people's economic welfare (Wang et al., 2022). In addition, self-employment plays an important role in economic diversification, which is essential for long-term economic sustainability (Nakara et al., 2020).

Entrepreneurship can provide financial independence and the potential for greater income compared to conventional employment (Sarah & Akbari, 2022). Entrepreneurs have full control over the profits generated (Asante & Affum-Osei, 2019). Running one's own business can help individuals develop various skills, including leadership, time management, and problem-solving abilities, which are useful in various aspects of life (Burnette et al., 2020a). Self-employment allows individuals to have flexibility in working time and the freedom to make independent business decisions (Batz Liñeiro et al., 2024). This can improve work-life balance (Sorgner & Fritsch, 2018). Many entrepreneurs have social goals in addition to financial gain. They may create ventures that directly benefit communities or solve pressing social problems (Eesley & Wang, 2017).

Entrepreneurs are often faced with high risk and uncertainty, including market fluctuations, competition and policy changes (Longva et al., 2020a). Many aspiring entrepreneurs may not have sufficient knowledge of existing market opportunities or how to identify unmet market needs (Sasseti et al., 2022). This can lead to failure in selecting the right product or service (Yusran et al., 2021).

Therefore, understanding the factors that influence individuals' decision to choose an entrepreneurial career is crucial to support effective policies and programmes to promote self-employment (Tomy & Pardede, 2020). Then than that, through the factors that influence entrepreneurial career choices can help in the development of more effective and targeted entrepreneurship (Yusran et al., 2021).

The urgency of this research in Papua Province is significant as the region faces particular challenges in developing sustainable entrepreneurship, especially amidst limited access to resources, entrepreneurship education, and uneven economic infrastructure. Papua has great economic potential that has not been fully tapped, especially among the local population and migrant communities running MSMEs. Thus, it is necessary to review the existing literature on the dynamics of factors that influence entrepreneurial career choices.

By critically reviewing the studies that have been conducted, a more comprehensive understanding of the determinants of entrepreneurial career decisions is expected. This study can provide valuable insights on how to support and empower entrepreneurs in the small and medium enterprise sector

at the local level. Furthermore, the literature review is expected to make a meaningful contribution to the development of theory and practice in the field of entrepreneurship, as well as provide a basis for further research and more effective policy making. This is becoming increasingly important in the effort to economically empower Papuans and improve their welfare through entrepreneurship.

LITERATURE STUDY

Entrepreneurship

Entrepreneurship is a concept that has evolved and been defined in various ways by experts. In general, entrepreneurship also involves the process of creating, identifying, and pursuing business opportunities by combining resources to generate economic and social value (Hortoványi et al., 2012). Entrepreneurship is an act of innovation that includes the introduction of new products, new production methods, opening new markets, and restructuring existing organisations (Dinnar et al., 2018).

In addition, entrepreneurs are agents of change who drive economic dynamism through innovation (Benlamri & Sparer, 2017). This process is characterised as ‘destructive creation, where new innovations replace old technologies and products, creating a dynamic economic cycle (Wu et al., 2009). Thus, entrepreneurship is a complex and multidimensional phenomenon that encompasses individual, environmental, social, and educational factors (Nakara et al., 2020).

Entrepreneurs are more likely to make risky decisions and believe that they can influence the outcome of their business (Zhao & Wibowo, 2021). Individuals who have a high need for achievement are more likely to become entrepreneurs because they are motivated to achieve challenging goals and measure their own success (Neneh, 2019). An entrepreneur believes that they have control over the outcome of their actions (Wang et al., 2023). Their belief that their success or failure is a direct result of their own efforts and decisions (Hoang et al., 2021).

Entrepreneurial Career Choices

The choice to develop an entrepreneurial career is a dynamic process that involves identifying opportunities, planning, and developing skills to achieve career goals in entrepreneurship (Shane & Venkataraman, 2000). It involves various stages, ranging from self-understanding, opportunity exploration, to business development and maintenance (Shane & Venkataraman, 2000). Career choice is a lifelong process that encompasses various stages of development, which in the context of entrepreneurship, includes venture direction, entrepreneurial identity formation, and venture growth (Shane & Venkataraman, 2000).

An entrepreneurial career has a high need for achievement as a goal in the development of an entrepreneurial career (Katz, 2003). In addition, previous experience in a particular business or industry can also enhance an individual's ability to recognise and exploit business opportunities (Katz, 2003).

Thus, business sustainability is one of the main goals in entrepreneurial career development. To achieve sustainability, entrepreneurs must continuously innovate, adapt business strategies, and

develop organisational capabilities (Zhao et al., 2021). Hence the importance of managing valuable, scarce, and inimitable resources to achieve sustainable competitive advantage (Marshall & Gigliotti, 2020). Entrepreneurial career development is a complex and multidimensional process and is influenced by various factors that can assist in designing strategies and programmes that support more effective and sustainable entrepreneurial development (Newman et al., 2021).

METHODS

The literature review of previous research on choosing and developing an entrepreneurial career discusses traditional entrepreneurship. This research tries to conduct a literature review by collecting several journals related to the factors that influence the choice and development of entrepreneurial careers. This method is carried out to deepen knowledge about the development of science, clarify the problems studied and know the latest in solving problems.

RESULTS

Based on the results of literature in journals over the past five years relating to choosing and developing an entrepreneurial career, several literature reviews were obtained as shown in Table 1. Literature Review.

Table 1. Literature Review

No	Research Title and Author	Research Methods	Contribution/Findings
1.	How entrepreneurial intentions influence entrepreneurial career choices: The moderating influence of social context (Leoli et al., 2020)	<p>This research is designed in the form of empirical analysis based on longitudinal survey data.</p> <ol style="list-style-type: none"> 1. Research Design and Sample: This study uses data from an annual survey conducted by AlmaLaurea, an inter-university consortium covering 64 out of 96 Italian universities. The survey is sent to university students close to their graduation date, with an annual response rate of around 94%. 2. Data Collection: Data was collected in two waves. The first wave 	<p>This article points out some important points regarding the influence of entrepreneurial intention and social context on entrepreneurial career choice.</p> <ol style="list-style-type: none"> 1. The Role of Social Context: Findings suggest that social context, including influences from close people and organisations, has an important role in explaining why some individuals successfully realise their entrepreneurial intentions, while others do not. Support from the social environment may increase an individual's likelihood of creating a new venture, whereas wider environmental factors may hinder the process.

No	Research Title and Author	Research Methods	Contribution/Findings
		<p>(Round 1) was conducted between September and December 2014, during which 64,710 students about to graduate were surveyed, resulting in 61,115 responses. The second wave (Round 2) was conducted one year later, between September and December 2015, focusing on the dependent variable of new venture creation, and generated 23,456 responses from the previous 61,115 respondents.</p> <p>3. Variables Measured: The survey collected information on entrepreneurial intentions and other control variables in the first wave, while the second wave focused on the realisation of those intentions in the form of new venture creation.</p> <p>4. Data Analysis: This study uses estimation models to analyse the relationship between entrepreneurial intentions and career choice, and how social context moderates the relationship.</p>	<p>2. The Relationship between Intention and Action: This research confirms that entrepreneurial intentions do not necessarily translate into entrepreneurial action. There is a need for individuals to perceive external support that can assist them in realising their intention to create a new venture. This suggests that entrepreneurial intention and behaviour are interrelated, but influenced by external factors.</p> <p>3. Impact of Intention Levels: The results show that the influence of social context is stronger on individuals with higher levels of entrepreneurial intentions compared to those with lower intentions. This suggests that individuals with stronger intentions are more likely to be influenced by social and organisational support in realising a new venture.</p> <p>4. Practical Implications: This research highlights the importance of professional services and dedicated infrastructure in universities to support students with entrepreneurial intentions in the new venture creation process. It suggests that educational institutions have an important role to play in facilitating the transition from entrepreneurial intention to action.</p>

No	Research Title and Author	Research Methods	Contribution/Findings
2.	<p>entrepreneurship as a career choice: intentions, attitudes, and outcome expectations</p> <p>(Guori et al., 2020)</p>	<p>The research method used in this study involved collecting data through an online survey sent to a random sample of undergraduate business students at a large university in the Midwest of the United States. Below are further details on the methods used:</p> <ol style="list-style-type: none"> 1. Sample and Procedure: The researcher sent the survey to 450 students, and after removing 130 incomplete or invalid responses, the final sample consisted of 320 students, for a response rate of 71%. 2. Sample Characteristics: The average age of the respondents was 24 years old, with 54% of them being female and 43% being entrepreneurship majors. The sample also reflected the ethnic diversity of the general population in the Midwest, with 71% of respondents identifying as white. 3. Measurement: Researchers used a seven-point Likert scale to measure various constructs, including locus of control. Sample 	<p>The findings from this research indicate several significant relationships between various factors that influence entrepreneurial intentions, attitudes, and outcome expectations among university students. Here is a summary of the key findings:</p> <ol style="list-style-type: none"> 1. Locus of Control and Entrepreneurship: Internal locus of control served as a significant predictor for entrepreneurial self-efficacy, although its support was partial. Risk preference was fully supported, where individuals with high risk preference showed higher levels of entrepreneurial self-efficacy. 2. Creative Style and Planning: Creative style of creating and planning are also significant predictors for entrepreneurial self-efficacy. 3. Prior Experience: Prior experience towards entrepreneurship serves as a significant positive predictor for entrepreneurial self-efficacy and outcome expectancy is unrelated to entrepreneurial attitude.

No	Research Title and Author	Research Methods	Contribution/Findings
		<p>survey items included statements relating to individuals' beliefs about the influence of their actions on the outcomes that occur.</p> <p>4. Data Analysis: The researcher used path analysis to test the model and the proposed hypotheses. The model was tested using LISREL 8.3 software, and the analysis results showed that the data fit the proposed model.</p>	
3.	<p>Youth Decision Making in Selecting Entrepreneurship as A Career (Arif & Akbari, 2022)</p>	<p>The research method used in this research is a descriptive qualitative approach. This research aims to describe how young people make decisions in choosing entrepreneurship as a career field.</p> <p>1. Qualitative Approach: This research focuses on an in-depth understanding of individual experiences and perspectives, rather than on quantitative measurements. This allows the researcher to explore the factors that influence the informants' decisions.</p> <p>2. Descriptive: The descriptive method is used to describe the facts</p>	<p>The findings of this research reveal several important points related to young people's decision to choose entrepreneurship as a career, based on the two groups of informants involved in this study:</p> <p>1. Career Decision: The first group consists of individuals who became entrepreneurs straight after completing their education. They include Akbar (continuing the family business in the honey sector), Rizka (flower entrepreneur), and Aulia (eyelash extension entrepreneur). The second group consists of individuals who worked in companies before deciding to become entrepreneurs. They include Citra (clothing and imported products entrepreneur), Satria (date entrepreneur), and</p>

No	Research Title and Author	Research Methods	Contribution/Findings
		<p>and characteristics of the research object systematically and accurately. This research does not aim to explain the relationship between variables, but rather to describe the reality that occurs in the field.</p> <p>3. Informants: This research involved two groups of informants. The first group consists of individuals who have just completed their education and immediately become entrepreneurs, while the second group consists of individuals who have worked in companies before deciding to become entrepreneurs.</p> <p>4. Data Collection: Data was collected through interviews with informants to obtain in-depth information on their motivations, experiences and challenges they faced in choosing entrepreneurship as a career.</p>	<p>Mutia (makeup artist entrepreneur).</p> <p>2. Motivation and Support: The informants share the same ambition to become entrepreneurs and have had experience in small-scale entrepreneurship since they were in school. These experiences and aspirations became supporting factors for them in deciding to become entrepreneurs. Despite being young (23-25 years old), they are confident to start a business from scratch and face various obstacles by learning from the experience. Support from family, friends and relatives is a motivating factor for informants in making decisions as entrepreneurs.</p> <p>3. Learning Process: The informants emphasised the concept of ‘learning by doing’ as the core of their learning process in entrepreneurship. Despite facing various obstacles after starting their businesses, they saw these experiences as valuable learning that shaped their careers.</p>
4.	<p>entrepreneurship as a career choice: The impact of locus of control on aspiring entrepreneurs' opportunity recognition.</p>	<p>the research method used in this article involves several important steps designed to explore the influence of locus of control on opportunity recognition</p>	<p>the findings in this research article indicate several important points regarding the influence of locus of control on opportunity recognition among aspiring entrepreneurs.</p>

No	Research Title and Author	Research Methods	Contribution/Findings
	sante & Affum-Osei, 2019)	<p>among aspiring entrepreneurs.</p> <ol style="list-style-type: none"> 1. Participants and Procedures: The study involved aspiring entrepreneurs, that is, individuals who have expressed a desire and willingness to become entrepreneurs. Participants were recruited in the capital city of Ghana with the help of liaisons to ensure that the sample was relevant and representative. 2. Data Collection: Data were collected through a survey conducted in two waves. This approach helped to reduce the possibility of common method variance that could affect the results of the study. 3. Statistical Analysis: This study used Mplus 7.4 software for confirmatory model analysis and model analysis, and SPSS version 21 to estimate descriptive and correlation statistics. The models tested included a mediation model and a moderated mediation model, in which the moderating effect of entrepreneurial searching 	<ol style="list-style-type: none"> 1. Relationship between Locus of Control and Opportunity Recognition: The study found that there is a positive relationship between internal locus of control and opportunity recognition, which means that aspiring entrepreneurs with internal locus of control are more likely to recognise entrepreneurial opportunities. In contrast, external locus of control has a negative relationship with opportunity recognition, suggesting that individuals with this view believe less that they can influence the outcomes they achieve. 2. The Role of Entrepreneurial Intention: Entrepreneurial intention serves as a mediator in the relationship between locus of control and opportunity recognition. This means that internal locus of control increases entrepreneurial intention, which in turn increases an individual's ability to recognise opportunities. Conversely, external locus of control reduces entrepreneurial intention, which negatively impacts opportunity recognition. 3. Moderation of Entrepreneurial Searching Self-Efficacy (ESSE): The study also found that ESSE moderates the relationship between

No	Research Title and Author	Research Methods	Contribution/Findings
		<p>self-efficacy (ESSE) was also taken into account.</p> <p>4. Variables Tested: In the analyses, observed variables were used rather than latent variables to facilitate model comparison and simplify analyses. This study also considered control variables such as age, gender, education, work experience, start-up time, and parental status.</p> <p>5. Hypothesis Testing: Two models were tested to test the proposed hypotheses, namely the mediation model and the moderated mediation model. This model allows researchers to evaluate both the direct and indirect effects of locus of control on opportunity recognition through entrepreneurial intention.</p>	<p>entrepreneurial intention and opportunity recognition. This suggests that individuals with high levels of ESSE can be more effective in recognising opportunities, regardless of their level of locus of control.</p> <p>4.Theoretical and Practical Implications: These findings make a theoretical contribution by explaining how individual differences in locus of control affect opportunity recognition among aspiring entrepreneurs. Practically, these results suggest the importance of developing entrepreneurial intentions and enhancing ESSE to support aspiring entrepreneurs in recognising and exploiting opportunities.</p>
5.	<p>Factors Impacts the Students to Choose Entrepreneurship as their Career of Choice in Malaysia.</p> <p>(Iran & Thoti, 2023)</p>	<p>this research article, some of the research methods used include:</p> <p>1. Sampling: This research utilises purposive sampling method, where the researcher selects participants based on certain considerations to ensure that they are relevant to the research</p>	<p>the findings of this research article show several factors that influence university students in Malaysia to choose entrepreneurship as their career of choice.</p> <p>1. Entrepreneurship Education: There is a positive relationship between entrepreneurship education and students' interest in entrepreneurship. Students</p>

No	Research Title and Author	Research Methods	Contribution/Findings
		<p>objectives. In addition, snowball sampling was also used to find participants who may be difficult to identify, especially in communities that are not easily accessible.</p> <p>2. Data Collection: Data was collected through a questionnaire designed to measure various variables, including motivation, family background, and interest in entrepreneurship. The questionnaire utilised a five-point Likert scale to assess the respondent's level of agreement to certain statements.</p> <p>3. Data Analysis: This study used Pearson Correlation Coefficient to analyse the relationship between the variables under study, such as entrepreneurship education and interest in entrepreneurship. In addition, descriptive statistical analysis was also conducted to describe the respondents' demographics.</p> <p>4. Validity and Reliability Test: Prior to widespread use, the data collection instruments were trialled to ensure</p>	<p>who receive formal education in entrepreneurship tend to be more interested in starting their own business.</p> <p>2. Family Background: Students who come from families with entrepreneurial backgrounds show higher interest in entrepreneurship. This suggests that family influence can play an important role in shaping entrepreneurial aspirations.</p> <p>3. Motivation: High motivation to achieve independence and become a business owner also contributes to students' interest in entrepreneurship. Students who have a strong desire to be independently successful are more likely to choose the entrepreneurial path.</p> <p>4. Independence: The need for autonomy and freedom at work are important factors that encourage students to choose entrepreneurship. They seek opportunities to manage their own business and make decisions independently.</p> <p>5. Challenges: Despite the high interest, students also face challenges, such as lack of experience and financial limitations, which can hinder them in starting a business.</p>

No	Research Title and Author	Research Methods	Contribution/Findings
		<p>their reliability and validity. Alpha reliability was used to assess the internal consistency of the variables under study, with an acceptable alpha coefficient value of more than 0.7.</p> <p>5. Pre-testing: A pilot test is conducted with a small sample to ensure that the data collection instrument functions properly before it is applied to a larger population.</p>	
6.	<p>and the gap: The role of gender in entrepreneurial career choice and social influence by founders. (Kochka & van Praag, 2020)</p>	<p>The research method used in this study involves analysing longitudinal data taken from the Integrated Database for Labour Market Research (IDA) maintained by Statistics Denmark.</p> <p>1. Data Source and Sample: The study utilises detailed annual data for every registered resident in Denmark. This data allows researchers to construct workers' career histories, identify transitions between jobs and workplaces, and distinguish between employees and employers at the workplace level.</p>	<p>The research results found in this study show some important findings regarding the influence of founder gender on entrepreneurial career choices, especially among women.</p> <p>1. The Influence of Founder Gender: Employees who join same-gender founders are more likely to become entrepreneurs later in life. This finding is particularly striking among women, suggesting that female founders have a greater influence on the career decisions of the women who join them compared to male founders.</p> <p>2. Role Modelling: The research confirmed that female founders serve as important role models for female employees. This is especially noticeable in environments</p>

No	Research Title and Author	Research Methods	Contribution/Findings
		<p>2. Definition of Founder and Joiner: The researcher defines founders as employers in new ventures who hire personnel, while joiners are defined as employees (who are not family members) hired by startup founders. This research focuses on startups founded between 2003 and 2007 with at least one employee.</p> <p>3. Model Analysis: This study uses estimation models to analyse the effect of female founders on the propensity to join as entrepreneurs. The models used include a Probit model for the decision to become an entrepreneur after leaving the current firm, as well as a two-stage selection model to address endogeneity issues.</p> <p>4. Hypothesis Testing: This research also conducted tests to explore the role of the model in explaining why female joiners in startups with female founders are more likely to become entrepreneurs. This includes a comparative analysis between the</p>	<p>where women are underrepresented or have no prior contact with the entrepreneurial world. These role models help to change female employees' beliefs and preferences towards an entrepreneurial career path.</p> <p>3. Differences in Level of Entrepreneurship: While there are similarities in education and experience levels between male and female founders, there are differences in the level of entrepreneurship that emerges. Employees working in female-founded startups exhibit lower levels of entrepreneurship compared to those working in male-founded startups, although this difference is smaller among employees who are joined by female founders.</p> <p>4. Impact of Industry Environment: The study also found that different industry distributions between female and male founders may explain part of the difference in entrepreneurial outcomes. This research controls for industry factors in the analysis to ensure that the results are not simply influenced by differences in industry sector.</p> <p>5. Implications for Policy and Practice: The findings have important implications for policy and practice aimed at increasing women's participation in</p>

No	Research Title and Author	Research Methods	Contribution/Findings
		<p>results obtained from female and male founders.</p> <p>5. Statistical Analysis: The researcher used various statistical techniques to test the significance of the results, including F-test and χ^2 test to identify relevant instruments and compare results between different models.</p>	<p>entrepreneurship. By understanding the role of female founders as role models, mentoring and support program can be designed to help women overcome the barriers that exist in starting their own businesses.</p>
7.	<p>Growth Mindset Intervention: Enhancing Students' Entrepreneurial Self-Efficacy and Career Development (Burnette et al., 2020)</p>	<p>The research method used in this study involved several key steps:</p> <p>1. Research Design: The study utilized a randomized controlled trial (RCT) design, where participants were divided into two groups: a group that received a growth mindset intervention and a control group that received information that debunked common myths in entrepreneurship.</p> <p>2. Data Collection: Prior to the intervention module, the research team asked students to complete pretest questions via an online survey. Data was collected to measure variables such as entrepreneurial self-</p>	<p>The findings of this research indicate several important points regarding the impact of growth mindset intervention on entrepreneurial self-efficacy and career development of university students:</p> <p>1. Increased Entrepreneurial Self-Efficacy: Students who participated in the growth mindset intervention reported a significant increase in entrepreneurial self-efficacy compared to the control group. This suggests that the intervention was successful in increasing students' belief in their ability to succeed in entrepreneurship.</p> <p>2. Task Perseverance: In addition to self-efficacy, the intervention also had a positive impact on task perseverance. Students involved in the intervention showed greater resilience in the face of challenges and difficulties</p>

No	Research Title and Author	Research Methods	Contribution/Findings
		<p>efficacy and task perseverance.</p> <p>3. Intervention: Each intervention module included a video that taught about growth mindset-related research, provided real-world examples, and included an interactive writing activity where participants explained what they learned to ‘Riley,’ a college student struggling in entrepreneurship.</p> <p>4. Measurement: Researchers used a validated multi-item assessment for the primary analysis, and they also tracked metrics such as website views and the time visitors spent on the student-created websites to gauge the appeal of their ideas.</p> <p>5. Data Analysis: This study used analysis approaches that were pre-registered with the Open Science Framework (OSF) to increase transparency and reduce questionable research practices.</p>	<p>associated with entrepreneurship.</p> <p>3. Academic and Career Interest: The intervention not only enhanced self-efficacy and perseverance, but also affected students' academic and career interests. Students involved in the intervention showed greater interest in pursuing a career in entrepreneurship.</p> <p>4. No Impact on Task Performance: Although there was an increase in self-efficacy and perseverance, the study found that the intervention did not have a direct impact on students' academic performance in assigned tasks. This suggests that although students felt more confident, it was not necessarily directly proportional to improved academic performance.</p> <p>5. Recommendations for Future Research: This study suggests that future research should focus more on the specific components of the mindset intervention that can increase entrepreneurial self-efficacy, as well as exploring the role of participants' identity in the effectiveness of the intervention.</p>
8.	<p>entrepreneurship education as an arena for career reflection: the shift of students' career</p>	<p>the research method used in this study involves a quantitative approach with two main parts: conjoin</p>	<p>the findings of this study indicate several important points regarding the impact of business planning courses on students'</p>

No	Research Title and Author	Research Methods	Contribution/Findings
	<p>preferences after a business planning course.</p> <p>(ongva et al., 2020)</p>	<p>analysis and a standardized questionnaire. The following is a more detailed explanation of the methods applied:</p> <ol style="list-style-type: none"> 1. Course Description: This study focuses on a business planning course implemented with a 'learning for entrepreneurship' approach. The course lasts for one semester and is attended by students from various study program, including business, biology, and engineering. Students learnt about idea development and business plan creation, and engaged in group discussions and presentations. 2. Sample: The study involved 99 students, of which 44 students attended the course (treatment group) and 55 students did not attend the course (control group). Baseline and endline surveys were conducted to measure changes in career preferences. 3. Data Collection: Surveys were distributed to students in both groups. In the first round, 	<p>career preferences. The following is a summary of the main findings:</p> <ol style="list-style-type: none"> 1. Changes in Career Preferences: The research found that students who took the business planning course experienced significant changes in their career preferences. Specifically, there was a shift from the intention to become an entrepreneur towards a more employee-orientated career choice, either in the form of intrapreneurship (intrapreneurial tasks in a permanent position in an existing company) or non-intrapreneurial jobs. 2. Decrease in Entrepreneurial Intentions: The results of the analysis showed that there was a decrease in entrepreneurial intentions among the students who took the course. This may seem contradictory, but this decrease suggests that the experience in the course may trigger deeper career reflection, helping students to consider different career options that may be more in line with their aspirations and values. 3. Conjoin Analysis Methodology: The use of conjoin analysis provides a deeper insight into students' career preferences compared to traditional intention measurement methods. The

No	Research Title and Author	Research Methods	Contribution/Findings
		<p>65 complete responses from the treatment group and 74 from the control group were received. In the second round, 52 responses from the treatment group and 73 from the control group were used for further analyses. Finally, 99 surveys suitable for pre and post measurement were collected.</p> <p>4. Conjoin Analysis: The first part of the survey utilized conjoin analysis, which is a statistical technique to determine how respondents rate various attributes in the decision-making process. This technique helps capture the unconscious attitudes of respondents that may not be revealed in traditional surveys. Respondents were evaluated based on a career scenario consisting of seven job attributes, each of which had multiple attribute levels.</p> <p>5. Standardized Questionnaire: The second part of the survey is a traditional questionnaire that uses validated scale items to explicitly measure students' attitudes and preferences.</p>	<p>analysis is able to capture the trade-off effects and unconscious relative preferences that students attach to various career alternatives. This suggests that university students not only consider their intentions explicitly, but are also influenced by more complex factors in their career decision-making.</p> <p>4. Implications for Entrepreneurship Education: These findings have important implications for educators, students, and policy makers. Educators need to consider when the use of business planning as a pedagogy is appropriate and how entrepreneurship education can serve as a trigger for career reflection. This suggests that although entrepreneurial intentions may decline, the learning experience may contribute to broader and more reflective career development for students.</p>

No	Research Title and Author	Research Methods	Contribution/Findings
9.	<p>Preparing for a future career through entrepreneurship education: Towards a research agenda.</p> <p>(Billingsberg et al., 2021)</p>	<p>In this article, the authors propose several methodological approaches to explore the relationship between entrepreneurship education (EE) and graduate employability. Here are some of the proposed research methods:</p> <ol style="list-style-type: none"> 1. Narrative Approach: The authors suggest using a narrative approach that focuses on life stories to understand the career transitions of EE graduates. This method aims to explore entrepreneurial identity and how it influences EE graduates' career choices and their adjustment to labour market demands. 2. Critical Incident Case Studies: This research also recommends critical incident case studies that explore how EE graduates deal with significant events in the job market, such as job loss or reorganisation. This method aims to understand how EE graduates learn from such experiences and adapt their strategies for optimal career outcomes. 	<p>The findings of the study indicate several important points regarding the relationship between entrepreneurship education (EE) and graduate employability.</p> <ol style="list-style-type: none"> 1. Competence Development: Entrepreneurship education helps graduates develop competencies that are essential for entering, developing and transitioning in the labour market. These competencies include 'know-what' (technical knowledge), 'know-how' (practical skills), and 'know-why' (deep understanding of context) that are relevant at different phases of a career. 2. Research Propositions: The authors propose seven propositions that describe how the outcomes of EE affect graduates' employability at different stages of their careers. These propositions include how EE graduates can better deal with initial challenges in the labour market, as well as how they can adapt and learn from critical experiences in the workplace. 3. Entrepreneurial Identity: EE graduates are likely to develop an entrepreneurial identity that influences their career choices. This identity can encourage them to take greater risks in their careers,

No	Research Title and Author	Research Methods	Contribution/Findings
		<p>3. Narrative Studies on Affective and Cognitive Foundations: The authors propose a narrative study that focuses on the affective and cognitive bases of career change. This includes an analysis of how entrepreneurial identity, entrepreneurial self-efficacy, and entrepreneurial attitudes influence the career progression of EE graduates.</p>	<p>but can also cause conflict with more traditional labour market demands.</p> <p>4. Readiness for a Dynamic Labour Market: Research shows that EE graduates are better prepared to deal with a dynamic and unpredictable labour market. They have the ability to learn and adapt quickly to change, which is an important asset in an ever-changing work environment.</p> <p>5. Shortcomings in the Literature: Although there are indications that EE graduates may be more successful in the job market, in-depth research on the factors that make them more employable is lacking. The authors emphasise the need for further studies to better understand how entrepreneurship education can enhance employability.</p>
10.	<p>Lossing mothering and entrepreneurship: a relational career-life process (Hudson Breen & Leung, 2020)</p>	<p>The analytical method used in this research is a grounded theory approach, which aims to understand the processes that individuals go through in managing fundamental social problems.</p> <p>1. Participants: This study involved 13 entrepreneurial mothers who started their businesses after having children. Participants were selected through a</p>	<p>The findings from this research revealed several key themes relating to the influence of motherhood on the transition to entrepreneurship and the life career development of mother entrepreneurs.</p> <p>1. The Influence of Motherhood: Research shows that the experience of motherhood significantly influences the decision to start a business. Many participants reported that their new role as mothers helped them identify</p>

No	Research Title and Author	Research Methods	Contribution/Findings
		<p>local network of ‘Business Moms’ in British Columbia, Canada, and also through theoretical sampling that went along with data analysis.</p> <p>2. Qualitative Approach: This method was qualitative in nature, which allowed the researcher to gain an in-depth understanding of the experiences of entrepreneurial mothers. This approach allowed the researcher to explore the nuances and complexities of the participants' experiences.</p> <p>3. Data Collection: Data was collected through in-depth interviews, which provided an opportunity for participants to share their stories and experiences in detail. This helped the researcher to capture the various perspectives and contexts that influenced their entrepreneurial decisions.</p> <p>4. Data Analysis: Analysis was conducted by identifying patterns and themes that emerged from the data collected. The researcher endeavoured to develop</p>	<p>business opportunities that aligned with their personal values about work and family.</p> <p>2. Relational Processes: Findings highlight the importance of relational processes in the life career development of mother entrepreneurs. Relational contexts, including support from family and social interactions, play a role in shaping perceptions of opportunities and influencing the choices made by mother entrepreneurs.</p> <p>3. Dual Role Management: Entrepreneurial mothers not only strive to balance their roles as mothers and entrepreneurs, but rather manage these roles. This research emphasises that the process of ‘management’ is more appropriate than ‘balancing’, as entrepreneurial mothers often have to adapt and make flexible choices to meet the demands of both roles.</p> <p>4. Family Context: Families play an important role in supporting mother entrepreneurs, both emotionally and practically. Support from spouses and other family members can help reduce the pressures faced in running a business while taking care of children.</p>

No	Research Title and Author	Research Methods	Contribution/Findings
		<p>theories that explain the observed phenomenon, i.e. how mother entrepreneurs manage their dual roles and how the experience of motherhood influences their entrepreneurial journey.</p> <p>5. Research Ethics: The study also received ethical approval from the university's research ethics board, indicating that the researcher was mindful of the ethical aspects of data collection and analysis.</p>	<p>5. Research Limitations: This study also acknowledges that the findings are from a small sample and cannot be generalised. However, the results provide valuable insights into the experiences of entrepreneurial mothers and offer practical implications to support their transition and success in entrepreneurship.</p> <p>6. Contribution to Career Theory: This research contributes to the understanding of career theory by highlighting gendered and relational experiences in the context of entrepreneurship, which have previously received less attention in the existing literature.</p>

Literature Review Results

Based on various research results, entrepreneurial intentions are influenced by the social context which includes support from family, friends, mentors, and institutions such as universities. These social factors play an important role in encouraging individuals to turn entrepreneurial intentions into concrete actions, such as setting up a new business (Meoli et al., 2020). Scientifically, it can be explained that individuals' intentions are influenced by perceptions of the social environment and the belief that their actions have the support of those closest to them. Social support creates a sense of security and additional motivation that increases one's probability of taking action in entrepreneurship.

Young people's decision to choose entrepreneurship as a career is often influenced by personal aspirations, support from the social environment, and motivation that has been formed since school. It can be explained that a strong desire to achieve independence and freedom is the main impetus for choosing the entrepreneurial path. The findings emphasise that individuals with high internal motivation, as well as small experiences from an early age in entrepreneurship, are more likely to take risks in business, especially when supported by family and friends (Sarah & Akbari, 2022).

Then, psychological factors such as internal locus of control and risk preference also significantly

contribute to increasing entrepreneurial self-efficacy. Self-efficacy, or individuals' belief in their ability to succeed in entrepreneurial tasks, tends to be higher in individuals with an internal locus of control, as they feel the outcome of their actions depends on their own efforts (Liguori et al., 2020). Scientifically, this reflects the principle of self-efficacy theory developed by Bandura, where beliefs in one's own abilities will increase motivation and performance, especially in contexts of uncertainty such as entrepreneurship.

Moreover, in terms of entrepreneurial opportunity recognition, locus of control plays an important role. Internal locus of control facilitates opportunity recognition as individuals feel that the outcomes of their actions depend on their own abilities and efforts, compared to external locus of control which tends to rely on luck or factors beyond their control (Asante & Affum-Osei, 2019). This finding aligns with opportunity recognition theory which states that an individual's ability to recognise entrepreneurial opportunities is largely influenced by the confidence and control they have over their environment.

Formal education in entrepreneurship also has a very positive impact on students' intention to start a business. Educational programmes that provide practical skills and entrepreneurial knowledge increase students' interest in entrepreneurship, especially when supported by a positive family background towards entrepreneurship (Kiran & Thoti, 2023). In addition, the motivation to succeed and the desire to achieve autonomy are the main driving factors for students to choose the entrepreneurial path, although challenges such as lack of experience and financial limitations remain barriers.

Entrepreneurship education plays an important role in enhancing graduates' employability in a dynamic labour market. The competencies developed through this education include 'know-what', 'know-how' and 'know-why', which make graduates better prepared for career challenges and able to adapt quickly to change (Killingberg et al., 2021). Employability theory explains that graduates with an entrepreneurial background have a competitive advantage in terms of flexibility and risk-taking, despite conflicts with more traditional labour market expectations.

Business planning courses influence students' career preferences, with students beginning to consider alternatives such as intrapreneurship and non-intrapreneurial employment. The decline in entrepreneurial intentions among students who took this course reflects a deeper process of career reflection (Longva et al., 2020). Scientifically, this phenomenon is in line with career decision-making theory, which emphasises that entrepreneurship education not only prepares individuals to become entrepreneurs, but also to develop a more mature reflection on various career options.

The growth mindset intervention also had a significant impact on increasing students' entrepreneurial self-efficacy and perseverance. The growth mindset intervention fosters a sense of belief that their abilities can develop through effort and learning. This intervention also increases resilience in facing academic and business challenges, although it is not always directly proportional to academic performance (Burnette et al., 2020). This suggests the importance of integrating mindset approaches in entrepreneurship education to encourage students' perseverance and confidence in the face of failure.

The role of role models, particularly female founders, is a source of inspiration and tangible examples for female entrepreneurs who want to break into the male-dominated business world.

Research shows that the presence of female founders is more influential than other role models, such as parents or colleagues, in shaping female employees' career beliefs and preferences (Rocha & van Praag, 2020). Scientifically, this relates to social identification theory, where individuals tend to mimic the behaviours and decisions of people they perceive to have similarities or shared identities, such as gender, in professional settings.

Finally, research on women mothers as entrepreneurs shows that parenting experiences influence perceptions of business opportunities and shape the management of multiple roles in their lives. Role theory explains that mother entrepreneurs must adapt to the demands of motherhood and entrepreneurship, and social support from family and social interactions play an important role in shaping their career choices (Hudson Breen & Leung, 2020). Although the sample size of this study is limited, the findings provide valuable insights into the challenges faced by mother entrepreneurs and the importance of specialised support in the context of women's entrepreneurship.

Conclusion

From the above discussion, it can be concluded that career development and decisions for entrepreneurship are influenced by various factors that are social, psychological, and educational in nature. Social support from family, friends and mentors play an important role in encouraging individuals to realise entrepreneurial intentions into concrete actions. Psychological factors such as internal locus of control and self-efficacy also strongly influence an individual's ability to recognise opportunities and face business risks. Entrepreneurship education, especially those that provide practical skills, has been shown to play a significant role in increasing students' intention to start a business, although some entrepreneurship education programmes may trigger more mature career reflections.

In addition, specific challenges such as dual role management in mother entrepreneurs and gender limitations point to the importance of strong social support and relevant role models in entrepreneurship. Growth mindset interventions were also shown to increase students' resilience and self-efficacy in facing entrepreneurial challenges. Ultimately, entrepreneurship education not only increases business intentions and opportunities, but also enhances graduate employability with flexible and adaptive skills for a dynamic labour market.

Conflicts of Interest

The authors have disclosed no conflicts of interest.

Author's Affiliation

Roman Philander Lagaronda¹ **Otto Randa Payangan**² **Fransisca Iriani Roesmala Dewi**³

^{1,3} Universitas Tarumanagara, Jakarta, Indonesia

² Universitas Hasanuddin, Makassar, Indonesia

COPYRIGHT

© 2024 The Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC-BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited. See <http://creativecommons.org/licenses/by/4.0/>. Seybold Report is a peer-reviewed journal published by Seybold Publications.

HOW TO CITE THIS ARTICLE

Lagaronda, R. P., Payangan, O. R., & Dewi, F. I. R. (2024). Exploring the dynamics of factors influencing the career choice of entrepreneurship: A literature review. *Seybold Report Journal*, 19(10), 72-98. [DOI: 10.5281/zenodo.13997494](https://doi.org/10.5281/zenodo.13997494)

REFERENCES

- Asante, E. A., & Affum-Osei, E. (2019). Entrepreneurship as a career choice: The impact of locus of control on aspiring entrepreneurs' opportunity recognition. *Journal of Business Research*, 98, 227–235. <https://doi.org/10.1016/j.jbusres.2019.02.006>
- Batz Liñeiro, A., Romero Ochoa, J. A., & Montes de la Barrera, J. (2024). Exploring entrepreneurial intentions and motivations: a comparative analysis of opportunity-driven and necessity-driven entrepreneurs. *Journal of Innovation and Entrepreneurship*, 13(1). <https://doi.org/10.1186/s13731-024-00366-8>
- Benlamri, R., & Sparer, M. (Eds.). (2017). *Leadership, Innovation and Entrepreneurship as Driving Forces of the Global Economy*. Springer International Publishing. <https://doi.org/10.1007/978-3-319-43434-6>
- Burnette, J. L., Pollack, J. M., Forsyth, R. B., Hoyt, C. L., Babij, A. D., Thomas, F. N., & Coy, A. E. (2020). A Growth Mindset Intervention: Enhancing Students' Entrepreneurial Self-Efficacy and Career Development. *Entrepreneurship: Theory and Practice*, 44(5), 878–908. <https://doi.org/10.1177/1042258719864293>
- Dinnar, S., Susskind, L., & Roberts, E. (2018). Entrepreneurial negotiation: Understanding and managing the relationships that determine your entrepreneurial success. In *Entrepreneurial Negotiation: Understanding and Managing the Relationships that Determine Your Entrepreneurial Success*. Springer International Publishing. <https://doi.org/10.1007/978-3-319-92543-1>
- Eesley, C., & Wang, Y. (2017). Social influence in career choice: Evidence from a randomized field experiment on entrepreneurial mentorship. *Research Policy*, 46(3), 636–650. <https://doi.org/10.1016/j.respol.2017.01.010>
- Hoang, G., Le, T. T. T., Tran, A. K. T., & Du, T. (2021). Entrepreneurship education and entrepreneurial intentions of university students in Vietnam: the mediating roles of self-efficacy and learning orientation. *Education and Training*, 63(1), 115–133. <https://doi.org/10.1108/ET-05-2020-0142>
- Hortoványi Lilla., & Budapesti Corvinus Egyetem. (2012). *Entrepreneurial management*. Budapesti Corvinus Egyetem.
- Hudson Breen, R., & Leung, A. (2020). Choosing mothering and entrepreneurship: a relational career-life process. *International Journal of Gender and Entrepreneurship*, 12(3), 253–271. <https://doi.org/10.1108/IJGE-08-2019-0130>
- Katz, J. A. (2003). The chronology and intellectual trajectory of American entrepreneurship education 1876-1999. *Journal of Business Venturing*, 18(2), 283–300. [https://doi.org/10.1016/S0883-9026\(02\)00098-8](https://doi.org/10.1016/S0883-9026(02)00098-8)
- Killingberg, N. M., Kubberød, E., & Blenker, P. (2021). Preparing for a future career through entrepreneurship education: Towards a research agenda. *Industry and Higher Education*, 35(6), 713–724. <https://doi.org/10.1177/0950422220969635>
- Kiran, D., & Thoti, K. (n.d.). *INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND ANALYSIS Factors Impacts the Students to Choose Entrepreneurship as their Career of Choice in Malaysia*. <https://doi.org/10.47191/ijmra/v6-i4-38>
- Liguori, E., Winkler, C., Vanevenhoven, J., Winkel, D., & James, M. (2020). Entrepreneurship as a career choice: intentions, attitudes, and outcome expectations. *Journal of Small Business and Entrepreneurship*, 32(4), 311–331. <https://doi.org/10.1080/08276331.2019.1600857>
- Longva, K. K., Strand, Ø., & Pasquine, M. (2020a). Entrepreneurship education as an arena for career reflection: the shift of students' career preferences after a business planning course. *Education*

- and Training*, 62(7–8), 877–896. <https://doi.org/10.1108/ET-08-2019-0187>
- Longva, K. K., Strand, Ø., & Pasquine, M. (2020b). Entrepreneurship education as an arena for career reflection: the shift of students' career preferences after a business planning course. *Education and Training*, 62(7–8), 877–896. <https://doi.org/10.1108/ET-08-2019-0187>
- Ma'rifatika Septiana, L., & Kholid, M. N. (n.d.). DETERMINANTS OF ENTREPRENEURIAL CAREER CHOICE: AN EMPIRICAL STUDY OF ACCOUNTING STUDENTS. *Jurnal Ekonomi Bisnis Dan Kewirausahaan (JEBIK)* 2022, 11(1), 100–115. <https://doi.org/10.26418/jebik.v11i1.53125>
- Marshall, D. R., & Gigliotti, R. (2020). Bound for entrepreneurship? A career-theoretical perspective on entrepreneurial intentions. *International Entrepreneurship and Management Journal*, 16(1), 287–303. <https://doi.org/10.1007/s11365-018-0523-6>
- Meoli, A., Fini, R., Sobrero, M., & Wiklund, J. (2020). How entrepreneurial intentions influence entrepreneurial career choices: The moderating influence of social context. *Journal of Business Venturing*, 35(3). <https://doi.org/10.1016/j.jbusvent.2019.105982>
- Nakara, W. A., Laouiti, R., Chavez, R., & Gharbi, S. (2020). An economic view of entrepreneurial intention. *International Journal of Entrepreneurial Behaviour and Research*, 26(8), 1807–1826. <https://doi.org/10.1108/IJEER-12-2019-0693>
- Neneh, B. N. (2019). From entrepreneurial alertness to entrepreneurial behavior: The role of trait competitiveness and proactive personality. *Personality and Individual Differences*, 138, 273–279. <https://doi.org/10.1016/j.paid.2018.10.020>
- Newman, A., Obschonka, M., Moeller, J., & Chandan, G. G. (2021). Entrepreneurial Passion: A Review, Synthesis, and Agenda for Future Research. In *Applied Psychology* (Vol. 70, Issue 2, pp. 816–860). Blackwell Publishing Ltd. <https://doi.org/10.1111/apps.12236>
- Osorio Tinoco, F., Bayon, M. C., & Murillo Vargas, G. (2022). Entrepreneurial career choice intentions among secondary students in Colombia: the role of entrepreneurial exposure. *International Journal of Emerging Markets*, 17(1), 277–298. <https://doi.org/10.1108/IJOEM-10-2019-0872>
- Rocha, V., & van Praag, M. (2020). Mind the gap: The role of gender in entrepreneurial career choice and social influence by founders. *Strategic Management Journal*, 41(5), 841–866. <https://doi.org/10.1002/smj.3135>
- Sarah, M., & Akbari, T. T. (2022). *Youth Decision Making in Selecting Entrepreneurship as A Career*. <https://doi.org/10.37535/105002220231>
- Sassetti, S., Cavaliere, V., & Lombardi, S. (2022). The rhythm of effective entrepreneurs' decision-making process. The pathways of alertness scanning and search and cognitive style. A mediation model. *International Entrepreneurship and Management Journal*, 18(2), 555–578. <https://doi.org/10.1007/s11365-021-00759-1>
- Shane, S., & Venkataraman, S. (2000). THE PROMISE OF ENTREPRENEURSHIP AS A FIELD OF RESEARCH. In *Management Review* (Vol. 25, Issue 1).
- Sorgner, A., & Fritsch, M. (2018). Entrepreneurial career paths: occupational context and the propensity to become self-employed. *Small Business Economics*, 51(1), 129–152. <https://doi.org/10.1007/s11187-017-9917-z>
- Tomy, S., & Pardede, E. (2020). An entrepreneurial intention model focussing on higher education. *International Journal of Entrepreneurial Behaviour and Research*, 26(7), 1423–1447. <https://doi.org/10.1108/IJEER-06-2019-0370>
- Wang, M., Cai, J., Soetanto, D., & Guo, Y. (2023). Why do academic scientists participate in academic entrepreneurship? An empirical investigation of department context and the

- antecedents of entrepreneurial behavior. *Journal of Small Business Management*, 61(4), 1497–1528. <https://doi.org/10.1080/00472778.2020.1844486>
- Wang, M., Soetanto, D., Cai, J., & Munir, H. (2022). Scientist or Entrepreneur? Identity centrality, university entrepreneurial mission, and academic entrepreneurial intention. *Journal of Technology Transfer*, 47(1), 119–146. <https://doi.org/10.1007/s10961-021-09845-6>
- Wu, J., Carlson, K. D., Hatfield, D. E., Gove, S., Lang, J. R., & Murrmann, K. F. (2009). *Entrepreneurial Orientation, Entrepreneurial Intent and New Venture Creation: Test of a Framework in a Chinese Context*.
- Yasir, N., Babar, M., Mehmood, H. S., Xie, R., & Guo, G. (2023). The Environmental Values Play a Role in the Development of Green Entrepreneurship to Achieve Sustainable Entrepreneurial Intention. *Sustainability (Switzerland)*, 15(8). <https://doi.org/10.3390/su15086451>
- Yusran, N. A., Puad, M. H. M., & Omar, M. K. (2021a). Role of career exploration in influencing career choice among pre-university student. *Pertanika Journal of Social Sciences and Humanities*, 29, 77–99. <https://doi.org/10.47836/pjssh.29.s1.05>
- Yusran, N. A., Puad, M. H. M., & Omar, M. K. (2021b). Role of career exploration in influencing career choice among pre-university student. *Pertanika Journal of Social Sciences and Humanities*, 29, 77–99. <https://doi.org/10.47836/pjssh.29.s1.05>
- Zhao, H., O'Connor, G., Wu, J., & Lumpkin, G. T. (2021). Age and entrepreneurial career success: A review and a meta-analysis. *Journal of Business Venturing*, 36(1). <https://doi.org/10.1016/j.jbusvent.2020.106007>
- Zhao, H., & Wibowo, A. (2021). Entrepreneurship Resilience: Can Psychological Traits of Entrepreneurial Intention Support Overcoming Entrepreneurial Failure? *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.707803>